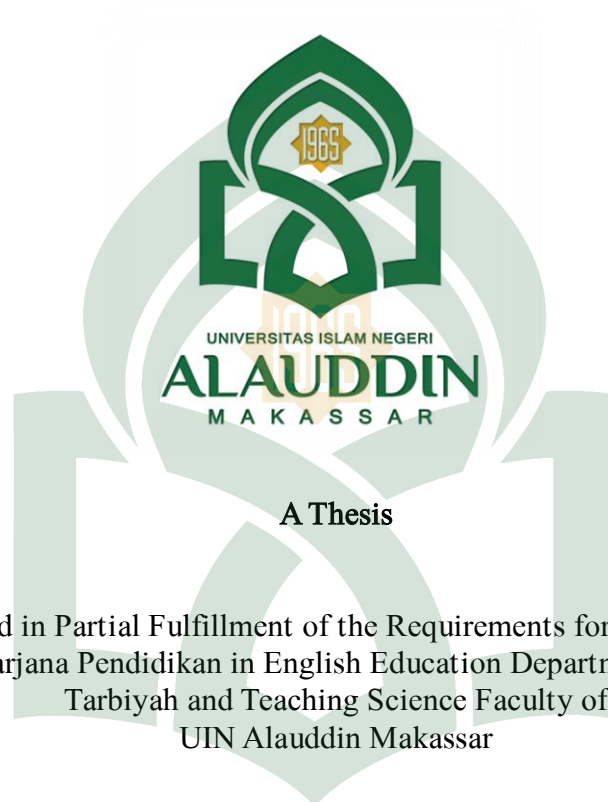


**THE INFLUENCE OF ISLAMIC ORIENTED MATERIAL
TOWARD STUDENTS' INTEREST IN LEARNING
ENGLISH AT MA PESANTREN MANAI'ILIL
ULUM GUPPI SAMATA
TK.I KAB. GOWA**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar

UNIVERSITAS ISLAM NEGERI
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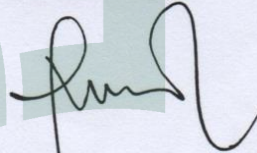
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8 Rabi'ul Awwal 1439 H.

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ACKNOWLEDGEMENT



Alhamdulillah Robbil 'Alamin. The researcher praises her highest gratitude to the almighty Allah swt., who has given His blessing, mercy, health, and inspiration to complete this thesis. Salam and Shalawat are due to the highly chosen Prophet Muhammad *shallallahu 'alaihi wasallam.*, who has guided muslims from the darkness to the lightness and brought us from the stupidity to the cleverness era.

The researcher realizes that this thesis could never be finished without any supports from numbers of people. Therefore, the researcher would like to express her deepest appreciation, thanks, and honorable to those people who have involved in completing this thesis, for their valuable contribution suggestion, advice, supporting, guidance, sacrifice, and praying. Therefore, the researcher would like to address her acknowledgements to the researcher's beloved parents **Amir** and **Marni** who always give attention to their children, and their strong motivation both material and spiritual until the completing of this thesis; and also to the following individuals:

1. **Prof. Dr. H. Musafir Pababbari, M. Si.,** as the Rector of Alauddin State Islamic University of Makassar.
2. **Dr. H. Muhammad Amri, Lc., M.Ag.,** as the Dean of Tarbiyah and Teaching Science Faculty of UIN Makassar.

3. **Dr. Kamsinah, M.Pd.I and Sitti Nurpahmi, S. Pd., M. Pd** as the Head and Secretary of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Makassar.
4. **Dr. H. Nur Asik, M.Hum.** as the first consultant and **Dr. H. Muh. Rusdi T., M.Ag.** as the second consultant who have given their really valuable time and patience, supported, assistance, advices and guided the researcher during this thesis writing.
5. The Headmaster and the English teacher of Pesantren Guppi Samata, who give their time, guidance, and advice during the research and also big thanks to all the first year students of MA Pesantren Guppi in academic year 2016-2017 who gave their time so willingly to participate in this research.
6. The researcher's beloved sisters, **Samsiah, Hasmini, Hartini, Nurul Fahmidah and researcher's beloved brother Aswin** for their patient, prayers, motivation and smile.
7. The researcher's second family in Makassar, Dr. Anas Arfandi and Nurmas who had supported both material and non- material.
8. Special thanks to researcher's beloved classmate Annisa Mulyono and all researcher's friends in PBI 2013 who could not be mentioned here. Thanks for sincere friendship and assistance during the writing of this thesis.
9. All of the people around the researcher's life whom could not be mentioned one by one by researcher who has given a big inspiration, motivation, spirit, and pray for researcher.

The researcher realizes that the writing of this thesis is far from being perfect. Remaining errors are the researcher's own; therefore, constructive criticisms and suggestions will be highly appreciated. May all our/the efforts are blessed by Allah swt. Aamiin.

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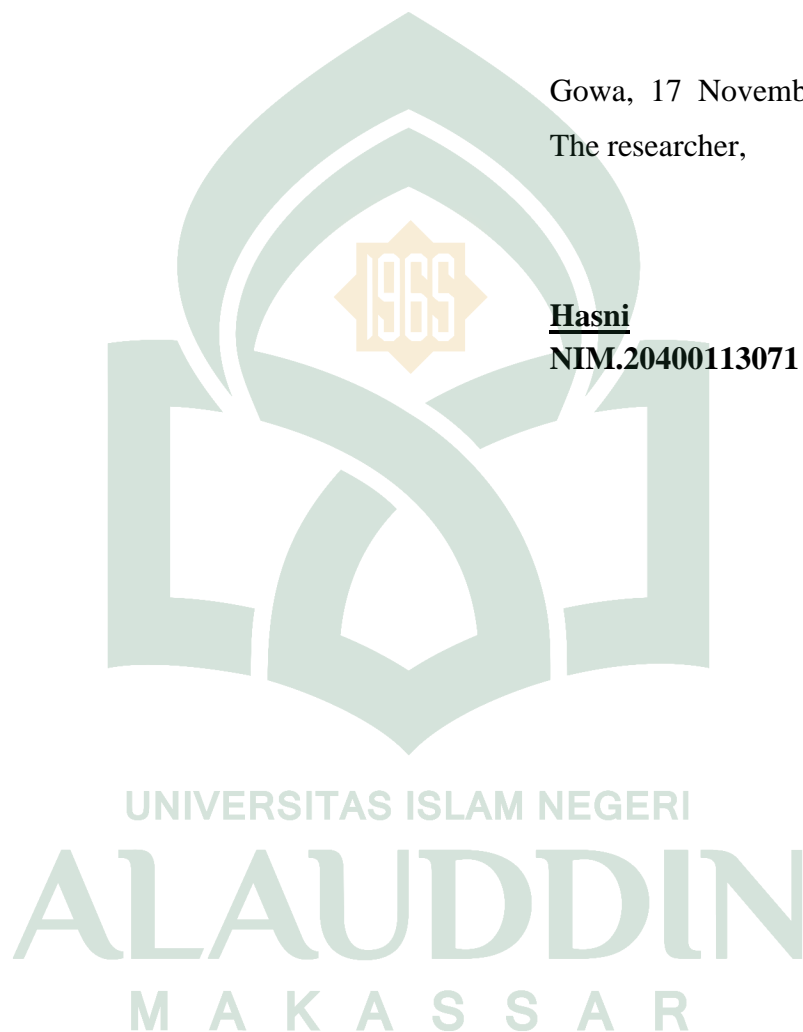


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- Appendix J** : Documentation

UNIVERSITAS ISLAM NEGERI
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ABSTRACT

Name : Hasni
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Department/faculty : English Education/Tarbiyah and Teaching Science
Title : *The Influence Of Islamic Oriented Material Toward Students' Interest In Learning English At MA Pesantren Manai'ilil Ulum Guppi Samata Tk.I Kab.Gowa*
Consultant I : Dr. H. Nur Asik, M.Hum.
Consultant II : Dr. H. Muh. Rusdi T., M.Ag.

This research aimed to know the students' interest in learning English by using Islamic oriented materials at the first grade students of MA Pesantren Guppi Samata. The problem statement of this research is to what extend does Islamic oriented material effect students interest in learning English? The problem statement of this research is to find out the influence of Islamic oriented material toward students interest in learning English at MA Pesantren Guppi Samata.

The method used in this research was quasi experimental design with non-equivalent control group design. The population of this research was the first grade students of MA Pesantren Guppi Samata. The sample of this research consisted of 50 students taken by purposive sampling technique with 25 students as experimental class and 25 students as controlled class.

The research finding was the Islamic oriented materials could stimulate the students' interest in learning english. The result of the research showed that the students' interest in learning english after using Islamic oriented materials had significantly increased, their learning in English subject more spirit and confidences. The data analysis after given questionnaire about students' interest in learning English showed that the mean score of second questionnaire (98,4) in experimental class was higher than controlled class (54,76) and standard deviation of second questionnaire (9,6) in experimental class was lower than the standard deviation of second questionnaire in controlled class (9,7). The data showed a different t-test and t-table, where t-table was lower than t-test ($11.6 < 2.021$). From the result of the research , the researcher concluded that the hypothesis was accepted. It means that using Islamic oriented materials was increasing the students' interest.

CHAPTER I

INTRODUCTION

A. Background .

In the reality of life, interest is one of the factor that determine a person's success, especially in terms of learning. Students who are less interested in learning will influence their learning results.

In addition, the lack of interest is one of the factor of sense of excitement in learning that lead to concentration of attention, so it will support the success of learning. Students who have a high interest in learning would be more viable than students who are not interested or less interested. Therefore, the level of interest of students in learning greatly affect the viability and success of student learning.

English language is one of global languages widely used all over the world. For many years, English is taught as a foreign language and becomes an obligatory school subject at the Junior and Senior High School while in University's curriculum English language is taught in the more specific purposes and many different ways. As a foreign language, some students are successful and the others are not of English learning although they are learning under the same circumstance, the same teacher, even in the same place. Some students find difficulties in learning English as foreign language (Hanifah, 2011). In the other hand, English teachers sometimes find some difficulties in teaching English, because it is different from Indonesian language, because of that it is very important for teachers to be able to teach and arise students' interest to follow the lesson in the classroom because students come from different backgrounds with

their unique academic needs, culture, language, interests and attitude towards learning. In addition, one of the most important factors which should be paid attention of the teachers in the classroom beside their material and the other is students' interest.

The problems that arise in the study of English in class X MA Pesantren Guppi is the method in delivering lessons by the teacher are tedious and boring, They do not to use learning methods that can attract student interest. Besides, students are less treated as the subject of learning, but still more are treated as objects of teaching. Teachers give less flexibility for students to be creative so that students are less creative and bored take lessons and classes eventually became passive.

Ersoz (2000:1) stated that, media in teaching is important that something you do for fun, which exactly why you should use media to teach your students'. They will make the classes more fun. If the students' are having fun, they will find speaking as interesting learning, and if they find what they are studying interesting, they will absorb and retain much because they have to do.

Suryadharma Ali (Republika, Desember 2013) state that, Science and technology are growing up. Learning religious science must be supported with other science, so that it complementary and will be meaningful for human life and civilization in the future. So it is fitting professional teacher can integrate the science of religion in the teaching proses. Therefore, the learning materials must be prepared in accordance with the needs and also must be in line with the objectives of the existing program, which produces students who are able to

explain religious materials in English. Islamic religious material is a teaching material that refers to the holy Qur'an taught by Prophet Muhammad SAW. Al-qur'an as media or teaching materials can be the national educational goal of the nation of Indonesia to educate and develop of human who believe Allah and has the ability, skills and a high responsibility.

The variation of teaching materials can utilize learning resources available in school environments and can be reached by teachers and students. As one of the main sources of learning that can be compiled into a resource are the verses of Allah in the form of the Qur'an and the sayings of the Prophet Muhammad in the form of hadith. Both are sources of learning in it are messages, events, facts, and events. Therefore Islamic material here, is one of the varieties of teaching materials that will be useful to improve student learning interest.

By those conditions, the researcher assumes that the teaching of English must be really improved with some practical and easy ways, for example by using media such as Islamic oriented materials that very important in helping the teaching and learning process. This research will increase students' interest in learning English also to improve students' knowledge of religion especially Islamic in jurisprudence, theology, and monotheism

B. Research Problem

Based on the background above, the researcher stated the problem statement of this research as "To what extend does Islamic oriented material effect students interest in learning English?"

C. *Research Objectives*

The objective of the study was to find out the influence of Islamic oriented material toward students' interest in learning English at the first year students of MA Pesantren Guppi.

D. *Research Significance*

The researcher proved the result of this research brought useful contribution and information to the teachers and students in school in the other to know the influence of students' interest in learning English.

1. Theoretical Significance

To contribute knowledge about the development of Islamic oriented Materials as Media that are appropriate, effective, innovative and can be used in toward Students interest in learning english.

2. Practical Significance

- a. For the teacher, it can help the teacher to elaborate the teaching materials in their class. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary.
- b. For Students, it can motivate students to study English language and Islamic teaching at the same time.
- c. For the school, it can compare the Islamic oriented materials to other materials in learning English. So the school will be more selective in determining the method of teaching English.

E. *Research scope*

The researcher limited and focused toward the students' interest in learning English by using Islamic oriented materials. The kinds of material represented in this research are adding exercises that reflect Islamic value into the subject being taught, such as inserting Islamic names for people, place or events.

F. *Operational Definition of Terms*

In this section, the researcher have to give the operational definition of topics to make detailed understanding about the topic of the research, those are:

1. Interest

Interest is a basic motivation of an individual to have a tendency of attention, curiosity, joy, and a sense of fun to the activity which he/she is so implicated consistency select individuals at the event. Students who are interested will show trends in-the tendency consistently without any coercion from outside itself, but solely from within the student.

2. Influence

Influence mean that the exiting or arising out of things/ people / objects that make up the character of a person's beliefs or action.

3. Islamic learning materials can be limitedly classified into :

- a. Islamic jurisprudence is a set of rules of law, which is based on the revelations of Allah and the Sunnah of the apostle in behavior mukallaf recognized and believed, which is binding for all followers of the religion of Islam. There are several studies in Islamic law, the sharia, fiqh and usulfiqh

- b. Theology Islam is a religion that demands an attitude of submission to the submission and resignation.
- c. Islamic monotheism (Tawheed) Tawheed is the realisation of Allah (SWT) in all actions, verbal and physical. The essentials of which if negated or denied, leads to disbelief. Scholars past and present differ on the exact divisions of this term and it has thus been divided into many divisions. However, it is usual to find Tawheed classified in the following way. (a) Tawheed al-Rububiyah, this is the belief that Allah (SWT) is One without partner in His dominion. He is Lord and Sustainer of the universe in all matters of creation, planning and controlling, i.e. the Creator. Tawheed al-Rububiyah is based on the fundamental concept that Allah (SWT) alone caused all things to exist, (b) Tawheed al-Asmaa wa al-Sifaat, this is the belief that Allah (SWT) is one without similitude in His names and attributes. Allah (SWT) must be referred to in the manner He and His Messenger (SAW) have described Him. Allah (SWT)'s attributes and names must be taken in the absolute sense, free from human deficiencies of interpretation. Only Allah (SWT) is Al-Hakim, Al-Rahman, Al-Malik, Al-Haq. There are certain names of Allah that must be known and understood by necessity, (c) Tawheed al-Uluhiyah, this is also known as Ibadah. This is the belief that Allah (SWT) is One without rival in His divinity and in worship, i.e. the Commander. Allah (SWT) is worthy of worship and all worship must be directed to Him. This

necessitates the complete and absolute denial of all forms of intercession and association of partners with Allah (SWT). Worship encompasses much more than Salah, Zakat, hajj, etc. It is the total obedience to Allah (SWT) as the Lawgiver, the Controller, the Commander and the Legislator.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Studies

Nurjannah (1999:6) did research under the title “The Interest of the Third Semester Students of English Education Department of FPBS IKIP Ujung Pandang in Learning Speaking by Using Picture”, the result of the research showed that the students in interesting topic group can speak faster than the students in interesting clue. Consequently, the students can produce many sentences by using interesting topic than through utilizing uninteresting topic in the some given time.

Sukandani (2007:5) did research interest of reading at the first year students of SMK DDI Pare-pare through illustrated English book story; she found that illustrated English book story as teaching aids can attract the students’ interest to learning reading.

Khahar Syahrudin (2009:7) did research with respect to the students’ interest in giving and answering question by using picture of the students of MA Al-Badar DDI Bilalang Pare-Pare. He concluded that in learning process, interest should be considered whatever the students do. They do or not do it, unless they are interested.

Aep Saefullah (2010) conducted a research entitled “Pengaruh Penggunaan Media Al-Qur’an dalam Pembelajaran Matematika terhadap Pembentukan Sikap Keberagamaan Siswa”, he concluded that there were not difference between students who were taught using the Qur'an as a media with

students who were taught without using the Qur'an as a media. Because of the limitation of student's comprehension about Al- Qur'an.

Based on Darlisa (2013), "The Interest of the Eleventh Year Students of SMA Wahdah Islamiyah Makassar in Learning Speaking by Using Authentic Materials". This research concluded that Authentic material is a good media and can be alternative method for the English teacher in teaching English.

Anik Ariastuti (2014) conducted a research entitled "Peningkatan Minat Belajar Bahasa Inggris Siswa Melalui Media Audio Visual Di SMP Negeri 1 Klaten". This research was conducted to improve the student's interest and English listening learning process quality. The improvement in the student's interest has been done by using audio visual media within role play. It can make learning enjoyable. The third cycle of the Classroom Action Research could be stated that the student's interest can develop significantly.

B. Some Pertinent of Ideas

1. Interest

a. *Definition of Interest*

Interest is one of the factors that support the students to learn language especially English language. Tronch in Intang (2004:6) states that the best learning take place when the learner is interested in the work at hand. Doing something with interest, it will give more spirit to finish it. In Longman Dictionary (2004:893), interest is a feeling that makes you want to pay

attention to someone or something and find out more about them; a subject or activity that you enjoy studying or doing.

Crow and Crow in Wendi, interest is associated with a force that encourages a person to confront or deal with people, objects, activities, experiences stimulated by the activity itself. Interest is something personal and closely related to attitude. Interests and attitudes are fundamental to the prejudices, and interests are also important in making decisions. Interests can cause a person eager to get to something that has caught his interest.

Lee Yu-Je states interest is very close to the intrinsic motives an impulse that occurs not because of the encouragement that comes from outside but something that comes from within that drives to perform these activities despite outside factors can support a person to gain a deeper interest. Hilgard and Atkinson in Suparto (1995: 8) states that interest as a personality that is usually defines according to objects or activities, which is someone, may be interested in reading, music or support.

Walker in Idrus (2007:5), interest is a kind of sense or force that enhances somebody to do or gain something. He explains more that if somebody is interested in doing something, he will try to do it to reach the perfection. Alkeri in Irfan (2005) defines that an interest as feeling of preference connecting one's own activities. Being interested in something simply means that the person spends the time thinking about or reacting to it, regardless of whether these thoughts about and reactions are positive or negative it means that interest has a positive attitude or other feeling towards

activities, people experiences or other things. It also means that interests towards something will directly our motivation to know thing.

Nurlailah in Idrus (2007:4) interest support the person to appreciate and enjoy an object. The selection of an occupation and the satisfaction we get other work usually in depends more on our interest and abilities, where interest give us more motivating to use our ability.

b. Types of Interest

Harsen in Intang (2004:8-9) categorize interest into four types, they are follows:

1) Expressed Interest

Expressed interest is an individual expresses his/her interest in certain words if she/he like or dislike something such as in an object, activity, task or occupation. These expressions often related to maturity and experience. So that expressed interest usually called the verbal expression liking and disliking something.

2) Manifest Interest

Manifest interest is display by participation in an activity or occupation. In manifest of interest an individual do not express his/her interest through words, but she/he do it by action, particularly one action particular.

3) *Tested Interest*

In tested interest, someone interest is measured by objective tests which are based on subjective self-estimate, or it can be ascertained by measured the students knowledge of vocabulary or other information the examine has in specific area. These measures are based on an assumption that interest result in the area accumulation of relevant information as well as specialized vocabulary.

4) *Inventional Interest (Interest Inventories)*

This type is determined by interest checklist, where someone interest is measured by asking to answer a number of particular question or to choose certain activities that have been prepared and put in sequence or examine as asked to check whether she/he likes or dislike certain or situation patterns of high and low interest normally result.

c. *Measurement of Interest*

The strength and direction of the individual's interest, attitude, motives, and values represent an important aspect of personality although certain test are specially directed toward the measurement of one or another of these variables, the available instrument cannot be rigidly classified according to such discrete categories as interest, attitude and value, overlapping is the rule. Thus, a questionnaire designed to assess the relative strength of different values, such as the practical, aesthetic, or intellectual, may have much in common with interests inventories.

Anastasi in Irfan (2005:15-16) states that are two principal procedures in the measurement of interest. First, the items deals with the respondent is likes or disliking foe a wide variety of specific activities, objects, or types of person that he/she commonly encountered in daily living. Second, the responses when empirically keyed for different occupation.

These interest inventories are among the first test to employ criterion keying by common interest that differentiated from persons in other occupations. These differences in interest extends not only to matter pertaining directly to job activities, but also to school subject, hobbies, sports, types of plays or books the individual enjoy, social relations, and many others facts of everyday life. It thus proved thinks and thereby to determine how closely his/her interest resembled those of person successfully engaged in particular occupations or subject.

The study of interest has received its strongest impetus from educational and career counseling. In general, interest inventories compare and individuals' expressed interest with those typical of persons engaged in different occupations this done either in the scoring of individual item responses, or in the interpretation of scores in broad interest areas, or both.

d. Factors in influencing students' interest

Harmer in Herlin (2007:9) states that there are two factors that can affect students' interest in learning, they are:

1) Internal factors

Internal factors are the factors which are from the students, such student's attitude to word as a subject and ability to comprehend.

2) External factors

External factors are the factors that involve students environ such as school factors which may involve the teacher, the students and the lesson material.

Based on the explanation above, the research can conclude that there are many factors in learning process; one of them is interest because interest is principle and important thing in learning. In addition, interest is an element that should be included in an assessment of motivation.

e) Indicator of interest

According to Sukandani (2008:10) there are some indicators that showing that someone is interested in something, they are:

- 1) Having concentration, they pay attention intensely in something or doing something.
- 2) Having sympathy with object that is they support and approval to the object
- 3) Having desires, they have strong wish to do something.
- 4) Having enthusiasm in participation that is they are enthusiast in doing something.
- 5) Having curiosity that they are eager to know or learn about something.

2. Islamic oriented material

Islamic education according to M. Yusuf Al-Qaradawi in *Risa Ameliah* is the education of the whole man: mind and heart; spiritual and physical; morals and their skill. While Hasan Langgulung formulate Islamic education as a process of preparing the younger generation to fill the role, transferring knowledge and values of Islam that is aligned with human function for charity in the world and reap the results in the hereafter. From these two definitions can be drawn a red line that Islamic education prepares a student / student as a whole, physically and mentally, and can play an active role safely and hereafter. Thus envisaged the task of teachers who not only filled but also cognitive psychomotor and affective. Not enough that teachers only teach physical science and develop but fail to practice the values, attitudes, and behavior.

The integration of Islamic values into the learning material is done in several ways, among others:

- a) Adding exercises that reflect Islamic values into the subject being taught;
- b) Inserting Islamic names for people, places or events into exercises were added;
- c) Enclosing quote verses of the Qur'an and / or hadith that is relevant to the main topic in the learning materials; and

- d) Mixing the typical Islamic phrases with English phrase corresponding to the main subject of study.

In learning activities, the integration of Islamic values is done by:

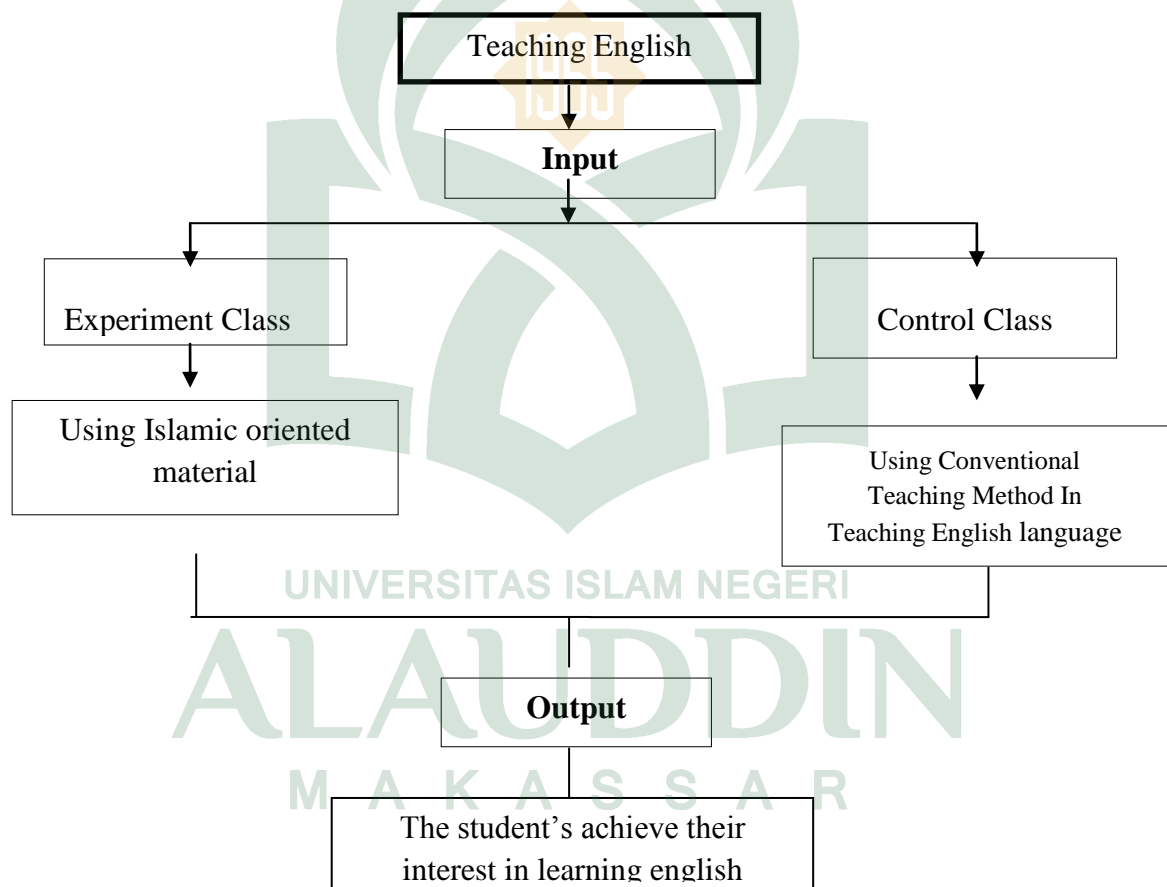
- (1) carry-code and transfer between English phrases with particular expressions corresponding Islamic based on the context of the situation;
- (2) relate the topics that are taught in accordance with the teachings of Islam which is done by quoting verses of the Qur'an and / or hadith that is relevant and / or by explaining the teachings of Islam which correspond to those topics;
- (3) use Islamic names for people, places or events in making examples of sentences or text conversation; and
- (4) gave the assignment to the students to write or search for specific types of text types associated with Islamic values corresponding to topics taught..

Meanwhile, the integration of Islamic values in the assessment activities carried out through informal assessment in the form of oral questions, observations of teachers, assignments, and reading aloud in that the material includes Islamic values are integrated. In addition, the integration of Islamic values in assessment activities are also conducted through repetition-daily tests in the form of an oral test and a written test.

C. Theoretical Framework

In this research mean to investigate the effects of Islamic oriented materials on second language learning, in the area of student's interest. It seeks to find out how learners can learn the words in real language and real situation

by using Islamic oriented materials. In principle, the ultimate goal to be achieved from the application of this method is other than that interest of the students learning English can be increased; students are also expected to apply religious values used in learning to use the Islamic oriented materials. However, there are two classes which are divided into experimental class and control class. The conceptual framework of this research is as follows:



Based on framework before, the researcher teaches English language in two classes. First is experimental class and the second is control class. In experimental class, the researcher uses Islamic oriented

Material in teaching English. Different from control class, the researcher uses conventional teaching method in teaching English.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_1 : The use of Islamic oriented Materials can enhance the students' interest.
2. H_0 : The use of Islamic oriented Materials cannot enhance the students' interest.



CHAPTER III

RESEARCH METHOD

A. *Research Method*

The design of this research was Quasi Experimental Design. It was consisted of an experimental class and control class. Each class whether the experimental group or the control group was distributed treatment. The design was described as follows (Sugiyono, 2015:116)

E	O ₁	X	O ₂
C	O ₃		O ₄

Explanation:

E : Experimental class

C : Control class

O₁ : Pre-test (in experimental class)

O₃ : Pre-test (in control class)

X : Treatment that will be given for experimental class by using
Islamic oriented material as Media

O₂ : Post-test (in experimental class)

O₄ : Post-test (in controlled class)

(Sugiyono, 2015:116)

B. *Research Variables*

There are two variables of this experiment research. They are Independent variable and dependent variable:

First, the independent variable is Islamic oriented Materials as Media, which are the teaching aids that helps the students to enhancing their interest in learning english. Second, the dependent variable is the students improving student's interest in learning english. Dependent variable is affected by independent variable. This research shows that using Islamic oriented Materials affects the students' interest or not.

C. Population and Sample

1. Population

Population is a large collection of subjects that will be used in the research or the main focus of a research. The population of this research will be taken from class X MA Madani Alauddin in academic year 2016/2017.

2. Sample

The technique sampling used in this research is purposive sampling. The researcher will take two classes as the sample to get representative data.

The researcher will take two classes as sample and divided into two groups, experimental class and control class. The researcher will take X MIA 1 consist of 23 students as experiment class and MIA II consist of 23 students as the control class.

D. Research Instrument

In this research, the data collected by using test and questionnaire.

1. Test.

The researcher will precede the tests that consists of pre-test and post-test. The function of pre test is to know how far the students' interest in learning English before using Islamic oriented Material as a media, and the function of post test is to know the enhancement of students' students' interest in learning English after using Islamic oriented Material as a media.

2. Questionnaire

Questionnaire was used to know the students' response about their interest in learning English before and after teach by using Islamic oriented Material. The questionnaire was divided into two statements; they were before teach by used Islamic oriented material as a media and after teach by used Islamic oriented material as a media. The students' just chose one of the options on the given answer for the questionnaire. The researcher used questionnaire which consist of 25 questions related to students' interest. This questionnaire used Likert scale where questionnaire were multiple choices with five options prepared as follows:

- a. Answer A (always) with score = 5
- b. Answer B (often) with score = 4
- c. Answer C (sometimes) with score = 3
- d. Answer D (seldom) with score = 2
- e. Answer E (never) with score = 1

E. Data Collecting Procedure

The collect the data, the researcher used some procedures as follows:

1. First Questionnaire

Before giving the treatment, the researcher gave the questionnaire to the students in the first meeting. The purpose of this first questionnaire was to have general interaction basic standards of students' interest.

2. Pre-test

For the first meeting before doing the treatment, the researcher administered a pre-test to the students, the pre-test to know the students prior knowledge about English learning before treatment. In this case, they were given some question.

3. Treatment

In the next meeting, the students were treated by using Islamic oriented material. This treatment was least six meetings. The treatment steps as follows:

- a. The researcher entered the class and introduced about the interest.
- b. The researcher introduced the Islamic oriented material and explained the activity during the learning activity to have a good understanding.
- c. At the third until six meeting the researcher gave them some material about islam theme as the treatment.

4. Post test

After giving the treatment, post-test will give to the students. It aims to know whether the implementation of Islamic Oriented Material as media improve the students' interest in learning English or not.

5. Second Questionnaire

After giving the treatment, the students were distributed the second questionnaire to assess their interest.

F. *Data Analysis Technique*

To find out the students' interest in learning English of using Islamic Oriented Material, the researcher used Likert's scale as follows; 5, 4, 3, 2, 1, for positive statement and 1, 2, 3, 4, 5 for negative statement. To know more detail, the table below shows it briefly:

Table 1.

Process of Data Analysis

No	Statement	Options				
		A	B	C	D	E
		Strongly Agree/ Interest	Agree/ Interest	Undecided/ Interest	Disagree/ Uninterested	Strongly Disagree/ Interest
1	Favorable (+)	5	4	3	2	1
2	Unfavorable (-)	1	2	3	4	5

(Nasution,2008: 61)

1. To rate the students' interest, the researcher uses the criteria as follows:

No.	Interval	Category
1.	25-50	Very Low
2.	51-61	Low
3.	62-74	Medium
4.	75-80	High
5.	80-100	Very High

2. Computing the frequency and the rate percentage of the students' score

(Sugyono : 2008):

$$P = f/N \times 100 \%$$

Notation:

P = Percentage

F = Frequency

N = Amount of sample

3. To find out the standard deviation of the students' questionnaire score by applying this following formula (Gay: 1981):

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SD = \sqrt{SS/N}$$

Notation:

SS = Sum of square

X = The sum of the score

N = Number of students

SD = Standard deviation

4. The formula used in finding out the difference between students' score in Pre-test and Post-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : Test of significance

\bar{x}_1 : Mean score of experimental group

\bar{x}_2 : Mean score of controlled group

SS₁ : Sum square of experimental group

SS₂ : Sum square of controlled group

n₁ : Number of students of experimental group

n₂ : Number of students of controlled group

2 : The number of class involved

1 : Constant number.

(Gay, 2006)

5.To decide the significant difference of using authentic materials and text book towards the students' motivation, the researcher used:

$T_{\text{test}} \geq T_{\text{table}}$: having significance difference

$T_{\text{test}} \leq T_{\text{table}}$: Having no significance influence



CHAPTER IV

FINDING AND DISCUSSION

This chapter described the findings and the discussion of this research. In the finding section, the researcher showed all the data which were collected during the research. Then, in the discussion section, the researcher analyzed and discussed all the data in the finding section.

A. Findings

After conducting the research, the researcher put the data in some table below which showed the students' interest before and after giving the treatment and classify the students' interest based on the data.

1. The extend of Islamic oriented material toward students' interest in learning English :
 - a. The classification of students' interest before and after giving the treatment in experiment class.

Table 2. The rate percentage of student' interest score before giving the treatment in experiment class.

NO	INTERVAL	CATEGORY	FREQUENCY	PERCENTAGE
1	106 -125	Very High	-	-
2	86 -105	High	-	-
3	66 - 85	Medium	1	4%
4	46 - 65	Low	17	68%
5	25 - 45	Very Low	7	28%
TOTAL			25	100%

The table above, showed the rate percentage score of experimental class before giving the treatment. The table showed from 25 students, none of the students got high and very high level of interest, while there were 1 students (4%) who has medium level of interest, 7 students (28%) in low of interest and 17 (68%) student in very low level of interest.

Table 3. The rate percentage of students interest score after giving the treatment in experiment class.

NO	INTERVAL	CATEGORY	FREQUENCY	PERCENTAGE
1	106 -125	Very High	7	28%
2	86 -105	High	14	68%
3	66 - 85	Medium	3	12%
4	46 - 65	Low	1	4%
5	25 - 45	Very Low	-	-
TOTAL			25	100%

The table above, showed the data after giving the treatment from first questionnaire, from 25 students in experiment class there were no

students got very low, low and medium of interest, 19 students (78%) in high level and 6 students (24%) in very high level of interest.

Based on the result of table 1 and 2, it can be concluded that 21 students (84%) from 25 students were categorized in high of interest in the class by using Islamic oriented materials.

- b. The classification of students' interest before and after giving the treatment in control class.

Table 4. The rate percentage of students interest score before giving the treatment in control class.

NO	INTERVAL	CATEGORY	FREQUENCY	PERCENTAGE
1	106 -125	Very High	9	36%
2	86 -105	High	13	52%
3	66 - 85	Medium	3	12%
4	46 - 65	Low	-	-
5	25 - 45	Very Low	-	-
TOTAL			25	100%

Based on the table 4, it showed that there were 9 students (36 %) students got in very low level, 13 students (52 %) students got in low level of interest and 3 students (12%) student in medium level.

Table 5. The rate percentage of students interest score after giving the treatment in control class

NO	INTERVAL	CATEGORY	FREQUENCY	PERCENTAGE
1	106 -125	Very High	6	24%
2	86 -105	High	16	64%
3	66 - 85	Medium	3	12%
4	46 - 65	Low	-	-
5	25 - 45	Very Low	-	-
TOTAL			25	100%

Table 5 above from the second questionnaire, the data showed from 25 students there were 3 students (12%) students in medium level. 16 students (64%) students still in low level of interest and 6 students (24%) students also still in very low level.

Based on the result from table 4 and 5, it can be conclude that the students' interest in learning English did not increase significantly.

- c. The Mean Score and Standard Deviation of Experimental Class and Controlled Class.

After calculating the result of the students score, the mean scores and standard deviation for both classes can be presented by the following table.

Table 1. The mean score of experimental class and controlled class in first questionnaire

Class	Mean Score	Standard Deviation
Experimental	54.14	10.2
Controlled	53.92	52.8

The table above showed that, the mean score of Experimental class in first questionnaire was (54,14) and the standard deviation of experimental class was (10,2), while the mean score of controlled class in second questionnaire was (53,92) and its standard deviation was (52,8). It means that, the mean score of controlled class was lower than the mean score of experimental class.

Table 7. The mean score of experimental class And controlled class in second questionnaire

Class	Mean Score	Standard Deviation
Experimental	98.4	9.6
Controlled	54.75	9.7

The table above showed that, the mean score of Experimental class in second questionnaire was (98,4) and the standard deviation of experimental class was (9,6), while the mean score of control class in first questionnaire was (54,75) and its standard deviation was (9,7). It means that, the mean score of controlled class was lower than the mean score of experimental class.

In this table showed that after giving the treatment there were improvement of the students' interest which indicated by the increasing of the students' mean score.

d. The Hypothesis Testing

The significance score between experimental and controlled class can be calculated by using t-test. The result of t-test can be seen in table 8 as follows:

Table 8. Distribution the value of t-test and t-table in second questionnaire/post-test

Variable	t-test value	t-table value
Second questionnaire/Post-Test	11.6	2.021

The table shows the result of test of significance testing. For the level of significance (α) 0.05 and the degree of freedom (df) $(N_1+N_2)-2 = (25+25)-2 = 48$, showed that the value of the t-table was lower than t-test. The result of students' interest achieved $2.021 \leq 11,6$. According to the data above it can be concluded

that there was a significant difference of the students' interest after giving the treatment. It means that Islamic oriented material can be influences the students' interest. So the hypothesis accepted.

B. Discussions

The students' interest in learning English by using Islamic oriented material was increase. It was supported by Aep Saefullah's finding (2010) that found that Al-Quran as a media in teaching can increase student interest in learning. The statistical analysis from the result of the students' interest of this research showed that the students' interest before the treatment was still low both of experimental class and control class. It was proved by the result from the first questionnaire before giving the treatment. On the contrary, the result from second questionnaire, there was a significance differences between experimental class and control class. Before getting treatments, the students gave the pretest/first questionnaire. In the first questionnaire, students' interest in learning english was very low. And the comparisons of average score between experimental and controlled class was almost homogeneous. It meant before the treatments the students have same condition, they still very low in learning.

Based on the analysis of students' interest in post-test/second questionnaire, it was found that after getting treatment, students' interest learning in experiment class were taught by using Islamic oriented materials was increase the students' learning English. The finding showed that students' interest in learning english was good. It could be concluded that the influence of using

Islamic oriented materials was effective. It was proved with students' average score in experimental class improve than controlled class.

After doing average similarity test (t-test analysis), it was found that there was a significant difference between the improvement of students in experiment class and students in controlled class. Before the students were treated by using Islamic oriented materials, the result of the students in experimental class of the research showed that the students' interest in learning english was still poor. It was approved by the result of the pre-test that there were no student got very high and high level, only 1(4%) student in medium level, 17 (68%) students in low level, 7 (28%) students in very low level. From the data analysis there was increase the students' interest in second questionnaire of experimental class from 25 students. 7 (18%) student in very high level, 14 (56%)s students in high level, 3 (12%) students in medium level and 1 (4%) student in low level.

The mean score of experimental class from questionnaire was higher than the mean score of control class. In the table previously showed that after giving the treatment the students' mean score in experimental class achieved. Overall, the improvement of the students' interest by using Islamic materials in experiment class is better than students' interest in control class. Also, the mean score of the experimental class is greater than in control class.

From the result above, the researcher can conclude that the use of islamic materials is effective towards the students' interest learning english because there was a significant difference of students' interest in using islamic materials. The

data showed a different between t-test and t-table, where t-table was lower than t-test ($11.6 < 2.021$).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion was presented according to the data which had been analyzed in the previous chapter. The data analysis has about the influence of using Islamic materials the first students' interest at MA Pesantren Guppi Samata, It could be concluded that;

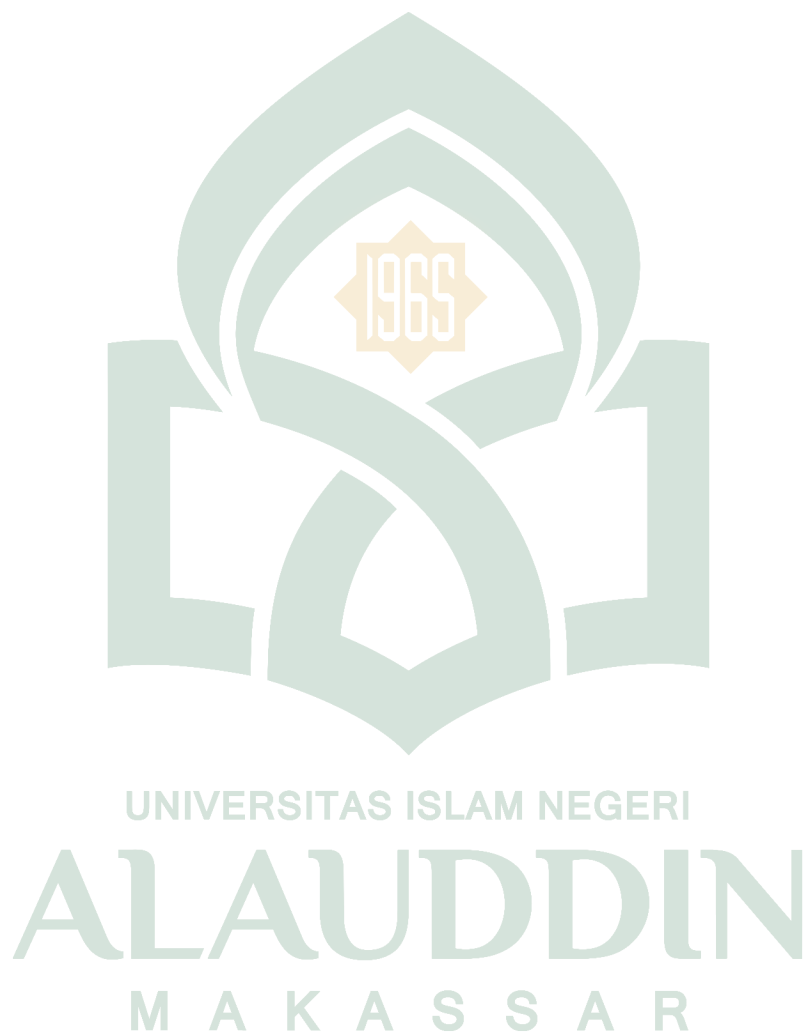
1. The first grade students' interest at MA Pesantren Guppi from experimental class was showing the significant differences after giving the treatment by using islamic materials and using islamic oriented material in teaching English is alternative media that could make the students more enthusiastic and enjoyable in learning. so that the students' interest was improved.

B. Suggestions

The result of this research suggests that:

1. Interest and motivation are the problems which faced by students' and teachers in learning process. Interest is important thing before motivation, which must be possessed of every student before they joint in their learning process. The learning process will be more effective and efficient if the students' bring positive interest and motivation in the class. Therefore, the teacher must be creative as possible to find out the way to make the students' are interested and motivated in learning English process.

2. For the next researcher who are interested in this researcher, the researcher suggest to find other kinds of multimedia which can make students to be interest.



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